



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

book, even though the outcome of such a faulty investigation, altogether condemns scientific management in its relation to labor. There is a good deal that is commendatory, not only in that section called "Possible benefits of scientific management to labor and to society," but also here and there throughout the book. Indeed, the reviewer can not recall a book wherein he has observed such a marked blowing hot and blowing cold on almost every page. What is to be regretted most of all is that this investigation undertaken at public expense will probably fail of its socially most useful opportunity. The scientific management movement, heretofore too exempt from criticism for its good, may be deprived of the full benefit it should receive by reason of just resentment.

CHARLES W. MIXTER.

*Sheffield Scientific School.*

*The Elements of Industrial Management.* By J. RUSSELL SMITH.  
(Philadelphia: J. B. Lippincott Company. 1915. Pp. 291.  
\$2.00.)

This is an elementary book on business policy and industrial management growing out of the author's course at the Wharton School, published for the benefit of "young men who are at work and have not the prospect of attending this kind of a college."

The book includes chapters on the nature and purpose of organization, the rise of modern industry and the labor problem, types of organization, especially the partnership and the corporation, the causes of failure in business, the advantages of large-scale production, overhead charges, dumping, standardization, how big an enterprise should be, location of industry and of a factory, the model factory town (Letchworth), the model factory, the quality of labor, employment, standardization in labor and labor conditions, wages, control of the working force, reorganizing works, symbols and records, and the relation of industrial management to economic organization in general.

To cover such a field, the book is necessarily sketchy. The author makes no effort to develop new ideas nor to discuss fully the many controverted questions of modern management. It is evidently a review of certain of the literature of the subject. The selection and arrangement show that the writer is strongly influenced by recent movements, especially that known as scientific management, though it must be said that quite irreconcilable views

find a happy and apparently undisturbed lodgment beside each other in his pages.

Professor Smith can not refrain from discussing the theory of wages. He punctures neatly the specific productivity theory in its weakest point, namely, the impossibility of determining the share contributed by any individual in a complex industrial unit. He then asks, "What sets wages?" and answers it himself: "Practically it is the other opportunity." Dimly suspecting that this is only placing the elephant under the tortoise, he concludes that the final opportunity is the ownership and cultivation of land. He then points out that this last opportunity has become practically non-existent. Thus, so far at least as this author is concerned, we are still left in the outer darkness as to what determines wages.

The last chapter, on Industrial Management Outside the Works, is marked by a considerable confusion of reasoning, as in his effort to prove that Frederick W. Taylor "has done more for socialism than Karl Marx or any school of theorists."

The author's unfamiliarity with the practice of management has led him into several errors of fact or interpretation; as, for example, when he says "the difference between expert work and standardized work is the fact that one can, the other cannot be reduced to written instructions." The fact is that scientific management is constantly reducing expert work to standardized work and then to instructions. The description of bonus systems shows an evident misunderstanding not only of the way they are actually used, but of the descriptions of them in the books by Taylor and Gantt. His statement that in a scientifically managed plant "the purchasing department might run automatically for months with the head of it away" would certainly be important if true. When he says: "Mr. Taylor would practically put out the existing management and run the plant during the time of installation, and then hand it over finally with the complete new staff," he is evidently unaware that this early practice of Mr. Taylor's was long since abandoned by him and his followers. His endorsement of Mr. John Mitchell's statement that scientific management "is just another means of getting a workman on the stretch and then keeping him there at a low wage" is not only inconsistent with his advocacy of the methods of scientific management, but is also contrary to fact.

The remark that "with regard to the fighting, the private is subject to the corporal, but with regard to his food, he is respon-

sible to the commissary department," is one of the many indications in current management literature that the terms "responsibility" and "authority" are still in need of clear definition. Evidently the responsibility of a director for policy, of an administrator for details, of an executive for the execution of orders, of a route clerk for determining the sequence of operations, of a bookkeeper for accuracy, and of a stockkeeper for the faithful guardianship and the efficient handling of stores, are widely varying "responsibilities." Here is a chance for some bright young man with nothing else to do.

It is hardly useful to point out the many inconsistencies of the work, inasmuch as they at least bring before the student conflicting views. We may also perhaps excuse the too frequent use of slang and the omission of acknowledgment to sources whose articles are rather fully abstracted without citation of authority, in view of the fact that the book is intended for "popular" consumption. This fact, however, does not excuse the absence of a selected and classified bibliography, which would add greatly to the value of the book.

C. BERTRAND THOMPSON.

*Productive Advertising.* By HERBERT W. HESS. (Philadelphia: J. B. Lippincott Company. 1915. Pp. xv, 358. \$2.50.)

This is a textbook for a general course of instruction in advertising. It contains 23 chapters averaging 15 pages in length, a table of contents, and an index. The subject-matter embodies the history of advertising, the psychology of advertising, the mechanical make-up, trade-marks, the advertising campaign, media, the advertising agency, the English of advertising, letter writing, economic and social implications of advertising, etc. Needless to say the author has not treated this wide range of subjects in detail. This, however, is commendable from the teacher's point of view, for while Professor Hess states the essential facts and principles in brief compass he does not usurp the teacher's function, which is to explain, illustrate, and develop these with the class. In every chapter there are carefully selected illustrations that illuminate the thought. At the end of each chapter are questions, so selected as to review the chapter and to stimulate constructive thinking; problems, the solution of which will ground the student both in the principles presented and in their application; and citations of collateral readings. In these references the page numbers should be given, otherwise the student will not read them.